

# Pupil premium strategy statement – Sutton Benger CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2026 (Active 25-26)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Hayley Clayton
Pupil premium lead	Hayley Clayton
Governor / Trustee lead	Neil Weedon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,665
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,665

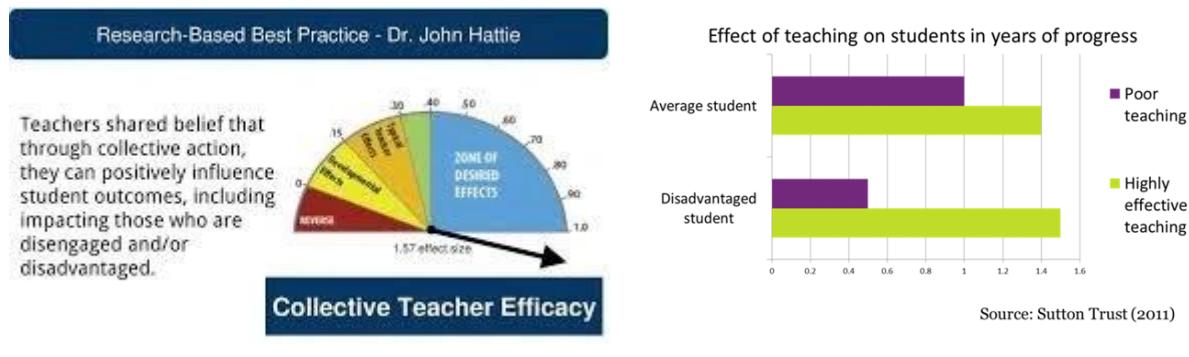
# Part A: Pupil premium strategy plan

## Statement of intent

At Sutton Benger CE Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others – “Culture eats strategy for breakfast,” (Peter Drucker).

Our culture is based around four key principles:

- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is described by John Hattie as the ‘number one influence’ with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage (LEDs), we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a ‘Find the gap; plug the gap’ mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum. “Learning is a persistent change in knowledge...knowledge is information that exists in our mind, in our long-term memory,” Peps McCREA 2016.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes.
2	We know that PP children are known to have lower levels of reading progress/attainment.
3	We know that PP gap analysis shows that 36% of PP/disadvantaged children have vocabulary deprivation.
4	We know that PP gap analysis shows that 45% of PP/disadvantaged children have family stress as a result of shortage of money (FSM) and this leads to a direct or indirect effect of material deprivation which has an impact on their health and well-being.
5	We know that PP gap analysis shows that 41% of PP/disadvantaged children dysregulate frequently and have poor social and emotional skills.
6	We know that PP gap analysis shows that 27% of PP/disadvantaged children have parents who are less engaged in learning and 32% are exposed to low aspirations.
7	We know that PP gap analysis shows that 32% of PP/disadvantaged children have narrow experiences outside of school and have reduced educational experiences.
8	We know that PP gap analysis shows that 82% of PP/disadvantaged children have had exposure to at least one adverse childhood experience (ACE), including 52% who come from a separated family and 64% who have had exposure to adult mental health concerns.
9	There is a historical trend that attendance of PP children overall (92%) is below national and there is a gap to non-PP attendance (94.2%) in school. 50% of PP children have an attendance concern.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment in key performance points throughout their primary journey (GLD, Phonics, KS2 SATs, end of year teacher assessments)	Children will achieve as well nationally, at key performance points, in comparison to their non-PP peers.

Through a 'find the gap, plug the gap' culture based upon the identified challenges above, LEDs become emotionally literate learners who can understand and regulate their emotions.	Number of LEDs who dysregulate frequently and have poor social and emotional needs is reduced from 41%, resulting in children who are ready to learn and able to access benevolent school experiences.
Attendance of PP children has increased by +1%	Attendance of PP children will improve each year to be in line with the national average. The number of PP children with an attendance concern will reduce from 50%

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5259

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD <ul style="list-style-type: none"> <li>- Professional development sessions and networks are attended to improve quality of teaching</li> <li>- TD days focus on staff development</li> <li>- Leadership training opportunities</li> <li>- ECT training opportunities</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Impact of effective teaching on students in years of progress – Sutton Trust (2011)</p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	1, 2, 3
Maintain a whole school reading approach that includes: <ul style="list-style-type: none"> <li>- Systematic Synthetic Phonics (unlocking</li> </ul>	<p>Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE.</p> <ul style="list-style-type: none"> <li>- Systematic synthetic phonics</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

<p>Letters and Sounds)</p> <ul style="list-style-type: none"> <li>- English Hub CPD</li> <li>- Access to phonetically decodable texts</li> <li>- Phonics into reading</li> <li>- Reading fluency</li> <li>- Reading to learn (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>- Matthew Effect – impact on fluency and progress <a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></li> </ul> <p>Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158</p>	
<p>Curriculum enactment:</p> <p>Continue to teach and monitor progress and attainment within a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> <p>Knowledge organisers used to support for every unit.</p>	<p>Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017)</p> <p>The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018)</p> <p>Seven myths about education (Daisy Christodoulou)</p> <p>Why children don't like school (Daniel T. Willingham)</p>	1, 2, 3, 7

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5997

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continue to implement Pre-teaching and Over-learning to support LEDs to access wave 1 provision (through school-led tutoring)	Daniel Sobel – Narrowing the Attainment Gap, 2018  <a href="https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/">https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/</a>	1, 2, 3
Implement an EYFS focus on Speech, Language and Communication  - Talk Boost - Topaz: gem power specifically focusing on oracy	Oral language intervention – NELI: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a> <a href="https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/">https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</a>  Voice-21 <b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i> <a href="https://voice21.org/">https://voice21.org/</a>	1, 2, 6
To use targeted interventions delivered by teachers and teaching assistants to plug identified gaps in learning.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention</a>	1, 2, 3, 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
To understand the impact of the Vocabulary gap and implement strategies to reduce this:  - All year groups to implement appropriate strategies for improving the	<b>Closing the Vocabulary Gap – Alex Quigley</b> - Low vocabulary levels are a consistent factor for disadvantaged children across the country - Parents in professional families speak 32 million more words to their children than parents in welfare families - Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues	1, 2, 6

<ul style="list-style-type: none"> <li>- teaching of vocabulary</li> <li>- Best practice within school identified and shared</li> <li>- Knowledge organisers to contain key vocabulary for each unit</li> <li>- Leadership support</li> </ul>	<ul style="list-style-type: none"> <li>- 95% of words in a text = comprehension</li> <li>- We need to understand the challenge of <b>conversational, academic and public sphere vocabulary</b> and know how to make this accessible for all</li> </ul> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning.</p>	
<p>Supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.</p>	<p><a href="https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf">https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf</a></p>	4, 5, 6, 7, 8
<p>Financial support</p> <ul style="list-style-type: none"> <li>- Trips and visits: Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp</li> <li>- Wrap around care: Provide free wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> <li>- Extra-curricular/wider opportunities: Provide opportunities for children to attend paid-for after school sports provision, on a reduced cost, on a case-by-case basis</li> </ul>	<p>According to research by <b>The Children's Society</b> on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p> <p>Money pressure also left children and parents feeling isolated and excluded, '<b>Debt meant not being able to go on outings, take part in activities like sports or school trips</b>, missing out on things like birthdays, extended family gatherings or family holidays'.</p> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p> <p><b><u>Education Endowment Fund: Enrichment</u></b></p> <p>There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because</p>	4, 7, 8

<ul style="list-style-type: none"> <li>- Ensuring LEDs are given priority for selection at extra-curricular clubs</li> </ul>	<p>these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.</p>	
<p>To continue to implement a consistent metacognitive approach that supports behaviour for learning through consistency of expectation and language:</p> <ul style="list-style-type: none"> <li>- Learning behaviours: Gems</li> <li>- Based on <b>Think Like a Learner</b> (Di Pardoe and Tom Robson), the use of Gem Powers to be used as a whole school approach</li> </ul>	<p><b>Education Endowment fund (EEF):</b> Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Our pupil premium gap analysis highlights the challenges that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.</p>	5, 8
<p>To continue to use Pivotal Behaviour Approach to implement Emotion Coaching, as well as the Zones of Regulation, to support:</p> <ul style="list-style-type: none"> <li>- Development of children's executive control</li> <li>- Emotional regulation for children</li> </ul>	<p>Randomised Control Trials in America have demonstrated that Emotion Coaching enables <b>children to have fewer behavioural problems</b>, achieve more academically in school, be more emotionally stable and resilient, be more popular and have fewer infectious illnesses (Gottman et al, 1997).</p> <p><a href="https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF">https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF</a></p> <p><a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a></p>	5, 8
<p>ELSA trained member of staff employed to implement support, based on nurture approaches, to support identified children in the following ways:</p> <ul style="list-style-type: none"> <li>- To achieve stability with behaviour and attitudes to learning in identified children.</li> <li>- To significantly reduce the impact of key learners' behaviour on others within the school and beyond (family life).</li> </ul>	<p>There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to:</p> <ul style="list-style-type: none"> <li>• staff and student self-efficacy beliefs</li> <li>• emotional literacy development</li> <li>• emotional wellbeing</li> <li>• academic progress</li> <li>• parental engagement</li> </ul> <p>"If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child." Marjorie Boxall</p>	4, 5, 6, 7, 8

<ul style="list-style-type: none"> <li>- To significantly reduce the number of significant incidents, internal exclusion and suspensions.</li> <li>- To improve attendance</li> <li>- To address children's lack of progress academically, emotionally and socially</li> <li>- To increase children's confidence, self-esteem, attainment, and love for learning and school.</li> </ul> <p>Training for an additional member of the ELSA team to meet increasing need.</p>		
<p>Attendance supported through engagement with both the Wiltshire EWO and the BKAT EWO, to focus on the following:</p> <ul style="list-style-type: none"> <li>- Target 'broken weeks' absentees and discuss impact with families</li> <li>- Monitor lateness</li> <li>- Support families with children who have persistent absence</li> <li>- Target 'turbulent' families (irregular school moves)</li> <li>- Raise profile of attendance</li> <li>- Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly</li> </ul>	<p><b>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</b></p> <p><i>"Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances."</i></p> <p><i>"Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance."</i></p> <p><b>Narrowing the attainment gap – Daniel Sobel</b> FSM children are twice as likely to be PA (page 32)</p>	9
<p>Create provision for unstructured spaces/spaces for children to learn outside of classroom (playgrounds at break and lunch) to be accessed when needed through:</p>	<p><b>How effective are nurture groups – EEF and TES:</b>  <a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a>  <a href="https://www.tes.com/magazine/archive/how-effective-are-nurture-groups">https://www.tes.com/magazine/archive/how-effective-are-nurture-groups</a></p> <p><b>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</b></p>	5, 7

<ul style="list-style-type: none"> <li>- Providing a nurture room for identified children who are struggling to be ready to learn</li> <li>- Opening 'The Sanctuary' at lunchtimes as a quiet space for those that need a calmer environment</li> <li>- The purchasing of resources for Craze of the Week activities</li> </ul>	<p>Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children. This approach also includes teaching those games/activities to staff who will be supervising. Games and activities will keep children more actively occupied during lunchtime and reduce the number of negative incidents. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too.</p>	
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**Total budgeted cost: £39,665**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment**

YR: 100% of PP children (4 children) achieved GLD in comparison to 78% non-PP

Y2: 100% of PP children (4 children) achieved combined in reading, writing and maths, compared to 70% non-PP

Y6: 75% of PP children (2 children) achieved combined in reading, writing and maths, compared to 87.5% non-PP

The number of PP children in each class is low, with year 1 having no PP children. There is variance across the school, with PP children being in-line or outperforming non-PP children in Reception, Y2 and Y5. In Y3 and Y4 and Y6, the PP children not attaining the expected standard are also on our SEND register.

We will continue to prioritise the attainment and progress of PP children as part of our monitoring cycle, including at Pupil Progress meetings and as part of book scrutiny.

#### **The 9 challenges identified above are supported – find the gap, plug the gap.**

The introduction of Gem Powers has supported all children to develop their learning behaviours and children are able to use a common language to discuss behaviour. Pupil voice about the Gems, from children experiencing disadvantage, are very positive.

Vocabulary is being deliberately taught within our curriculum approach and pupil voice has shown that children are able to recall key vocabulary from units at a later date, so knowledge retention is strong. The importance of vocabulary and oracy has been raised through our Topaz Gem power, which children are able to explain clearly. Learning walks have demonstrated that children speak in full sentences, especially when reminded to use their Topaz power.

Children who struggle to manage emotions have been well supported through ELSA sessions. Strategies to support dysregulation are being implemented by children and support by adults.

Children know and understand the 3 school rules – Be Ready, Be Respectful and Be Safe. This allows children to be ready to learn. Where children are not able to follow these rules, individual support plans are in place.

Extra opportunities and experiences have been planned in carefully as part of a curriculum approach. All PP children have all accessed school trips and visitors through the 50% reduction in cost. Parent feedback on the additional opportunities is very positive.

We will continue with our 'Find the Gap, Plug the Gap' approach next year, beginning with a review of our PP gap analysis tracker.

**Disadvantaged attendance has increased by +1%**

Whole school attendance processes are now rigorous.

Attendance letters and SAM meetings have been used to support an improvement in attendance where data analysis has raised concerns.

Overall attendance was above national average at 95.5%.

Next steps are to continue to monitor attendance for all key groups so areas for improvement are noted quickly and supported effectively.